COMMON FORMATIVE ASSESSMENTS Toolkit
fail quick + fail often + fail cheaply

GROWTH

PURPOSE OF CFA
Student demographics

Student learning

Student perceptions

Instructional process
...to get inside their thought patterns.

...to show students where to grow

CFA DESPERATELY NEEDS...
• Technical challenges

• Difficult to capture the data we really want

• Hard to spot ‘cause and effect’ in the data that we have

• Time

• Consensus on Proficiency
What do we want students to learn?

How will we know that they have learned it?

What will we do when they don’t?

What will we do when they already know it?

WHAT THE QUESTIONS ARE FOR THE TEACHER
Why am I not where I am supposed to be?

How am I going to get to where I need to be?

What misunderstandings led me to where I am at currently?

WHAT THE QUESTIONS ARE FOR THE STUDENT
Are your standards, targets related to the questions?

How many of the questions are simply recall?

Will this assessment produce evidence that will create instructional change?

Will results have predictive value?

What is the conversation structure & time needed to communicate the feedback?

Does each question relate to a gradation of learning?

Does the CFA give you enough evidence of proficiency? Variety of Contexts?
<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Rank Based on Potential for Instructional Change (1=Low 5=High)</th>
<th>Rank Based on Alignment to Targets (1=Low 5=High)</th>
<th>Rank Process to Review &amp; React to Feedback (1=Short 5=Long)</th>
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</thead>
<tbody>
<tr>
<td>Assessment Name</td>
<td>5</td>
<td>5</td>
<td>1</td>
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2 TYPES OF DISCUSSIONS

Improving Learning

OR

Improving Instruction
<table>
<thead>
<tr>
<th>Reviewing CFAs</th>
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<tbody>
<tr>
<td>Make a Problem statement</td>
</tr>
<tr>
<td>Describe Causal Statements</td>
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<tr>
<td>Weigh Options</td>
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<tr>
<td>Measure Impact</td>
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<tr>
<td>Create Inquiry/Produce a Proficiency Raking</td>
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# Causal Frames

<table>
<thead>
<tr>
<th>Students</th>
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<tbody>
<tr>
<td>Instruction</td>
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<tr>
<td>Infrastructure</td>
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<tr>
<td>Teachers</td>
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<tr>
<td>Curriculum</td>
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• Measures a few things frequently

• Tells teachers not only what students know but the effectiveness of their practice

• Describes a growth experience

• Physical exam not Autopsy

• Gives enough evidence of Quality (proficiency)

• Collects Student Perceptions as well as learning

• Validates instructional strategies and resources used

• Results have predictive value; how students will do, not how they did. (if I gave them an extension problem)

• Occurs while there is still time to change instruction

CFA IN 1 SLIDE